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ABSTRACT

This final report describes activities and achievements of a 3-year federally supported personnel preparation project that prepared preservice teachers for service in low-income/high minority schools by pairing theory with practice in school settings. Faculty of the University of Colorado recruited 41 university students to participate in the program, including 20 from underrepresented populations. Faculty and community leaders trained teachers regarding diversity, family needs, as well as school and community culture. An equally important outcome was provision of quality services to children identified with or at-risk for learning disabilities. Across the four sites, 828 children received services. These children demonstrated both quantitative and qualitative gains in their reading abilities. Each specific project objective is addressed in terms of rationale, major accomplishments, and what was learned. The report also provides a chart specifying the project's expected outcomes and completion dates and a chart reporting project outcomes using performance indicators. Budget information is attached. (DB)

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Community Learning Project
Final Report
March 11, 2003

OSEP Grant H325H990118

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Community Learning Project
OSEP Grant H325H990118
Final Report

Abstract

The Community Learning Project (CLP) was an OSEP funded personnel preparation project that specifically prepared preservice teachers for service in low-income/high-minority schools by pairing theory with practice in school settings. Faculty recruited 41 university students to participate in the program, half from underrepresented populations. Faculty and community leaders trained teachers regarding diversity, family needs, as well as school and community culture.

A. Project Summary

The mission of the Community Learning Project was to prepare pre-service and in-service teachers to teach effectively in low-income/high-minority schools by (a) increasing awareness of diversity issues, (b) providing opportunities in the community for expanding skills and knowledge, (c) developing strong teaching skills through theory and practice at school sites, (d) becoming respected leaders in high-poverty/high minority schools, and (e) linking services among agencies, university, and local schools so that all children have positive academic and social outcomes. By providing specialized training to teach in diverse schools, it was expected that special education teachers may elect to teach in diverse schools for extended periods of time because they have the skills and understanding required to be successful. Consequently, children would receive quality services to provide them the opportunity to be successful academically and socially.

In constructing the learning experiences, literature from research on poverty, community dynamics, effective instruction as well as teacher training was used to provide the theoretical background. This content provided university students with knowledge about how poverty impacts the learning process. The content and the practice also provided university students with effective strategies to use when working with children and families from low-SES backgrounds. In addition, information was given to enhance university students' knowledge about ways to enter, engage, and support community activities. Information about effective instruction was conveyed in coursework and field experiences in low-SES schools. Teacher training literature, specifically regarding the coaching model, was used in supervising students in practica and in informal field experiences as students advanced in their training.

.Below information is provided about the rationale for each objective, the major accomplishments, and what was learned. More detailed information follow in the charts that provide specific results about each of the objectives.

Advisory Board

Rationale. The purpose of this objective was twofold. First, the Board was to provide oversight to the activities of the project so that all planned activities were accomplished in a timely manner. Second, the Board was to provide guidance to expand activities or make necessary changes.

Major Accomplishments. The Advisory Board met three times a year for the duration of the project. In Year 1, 17 individuals were invited to participate, representing parents, community (i.e., citizens from areas where the Community Learning Centers were established), community agencies (i.e., director of Hillside Community Agency), schools and districts (i.e., teachers, principals, district coordinators), and students and faculty from the university special education training program. In Year 3, 8 board members resigned and 8 additional individuals were added. Based on suggestions made by the board, more parents and university students were included. In fact, many individuals represented more than one group (i.e., two parents were also teachers, two parents represented the community since the Learning Center that was developed through CLP was provided in their child's home school. More information is provided about the learning centers in a later section.).

The Board reviewed the activities of the project that were presented by the Director and Coordinator. They also provided guidance for issues such as the following: (a) reducing the number of volunteer hours that were required by the grant participants, (b) ways to approach schools to establish Community Learning Center, (c) ideas for pursuing other funding, (d) ideas for extending the current project to better meet the needs of the community and university Students.

What was Learned. The two things that were learned pertained to the meeting frequency and commitment. We found that three meetings per year were not necessary, two being sufficient. Additionally, it was difficult for individuals to make a commitment for 3 years. Perhaps asking a core group to make a two year commitment, with other individuals being asked to serve for a single year would better meet the needs of the project and the individuals.

Publicity and Support

Rationale. The purpose of this objective was to recruit students into the project and disseminate information about the project outcomes.

Major Accomplishment. In the first two years, there were 26 presentations, with student recruitment. The majority of these presentations were to under-represented populations. We presented to campus minority groups and to local community organizations so that qualified applicants would be interested in CLP and apply for the

project. We also recruited through the Pikes Peak Community College Step-Up Program that funded students interested in the field of teaching for each of the first two years in college.

With regard to recruitment, students came to the project from a variety of backgrounds and experiences (i.e., ethnic groups, SES levels, and having children with disabilities) and with a range of experiences (i.e., no teaching experience, volunteer experience with children with disabilities, working as paraprofessionals in special education, working as regular education teachers, and working as special education teachers under emergency certification). A total of 68 students were recruited, with 41 being enrolled into the project. An average of 26 students participated in the project each year, with an average of 13 students (50%) coming from underrepresented populations each semester. The high percentage of students from under-represented populations was a major goal and accomplishment of the project.

The following chart summarizes the students recruited and enrolled in the project for each year.

	Number Recruited	Number Enrolled	Total Participating for that Year	Number from Underrepresented Populations
Year 1	30	23	23	13
Year 2	26	11	27	16
Year 3	12	7	29	12

In addition to giving presentations for recruitment, presentations were given to disseminate information about project outcomes. In the first year, local presentations were given about CLP to advise stakeholders in the Pikes Peak region of the scope of the intended project. In the second year, about half of the presentations disseminated information. Two presentations were made at the national level at conferences. In the third year, eight presentations were given to disseminate information, with two being at the national level. Because we were no longer recruiting, we were giving information about what had been accomplished. Thus, the presentations in the last year were more substantive than in the previous years and were presented to a wider audience.

What was Learned. Given the need to change the nature of the type of presentations and the audience for the presentations over the course of the project, different expectations should be set for each project year to reflect the needed change. For example, early in the project, presentations should be made for publicity and recruitment purposes. Midway in the project, half of the presentations should be for recruitment, with the other half used to disseminate outcomes. At the end of the project, all presentations should be for the purpose of dissemination of information.

CLP Student Documentation

Rationale. The purpose of this objective was to meet the grant requirements for documentation. First, forms were developed for students to indicate their intent to apply, enter, remain, and exit the project. Second, files were established and maintained on the students. Third, a documentation form from employers was developed and collected to indicate that students were meeting and/or had met their work obligation.

Major Accomplishment. Forms were developed and completed by students when they applied, entered, and exited the project. For students who continued with the project across semesters, they were required to complete a new service obligation form for each semester. This renewal was not only important for tracking of students, but it also made them again aware of their commitment. Spreadsheets were set up to track academic progress, field experiences, tuition, and hours covered by the project as well as work payback.

Files were established and maintained for the students containing the above information in addition to individual correspondence and other pertinent data. Files for ongoing group correspondence, surveys completed for diversity training, and volunteer experience were also established and maintained.

In the spring of each year, letters were and will continue to be sent to exited CLP students requesting personal and employment information to update files until they have completed their work obligation. In addition, exited and current CLP students are provided a letter to be completed by their employer IF they have completed one year of special education coursework and are working as special education teachers (certified or under temporary teaching endorsement).

What was Learned. As always, getting paperwork returned from multiple individuals living in many areas has its challenges. Collecting the necessary paperwork requires multiple contacts expressing the need to return the required forms. The procedure established at this site was to send three letters with calls or emails prior to reporting the person to the Secretary of Education. For a couple of individuals, the final attempt to contact resulted in compliance. Although the regulations require that students be given every opportunity to comply with requirements, the process to secure compliance can be time intensive and costly.

Community Learning Center & Teacher Training

Rationale. Because the primary focus of this project was to train pre-service teachers to work more effectively with low-income and diverse populations, the purpose of this objective was to initiate a Community Learning Center to provide additional

academic support to children in the community and to provide training to university students who were and were not grant participants. This included inservice teachers.

Major Accomplishment. The major accomplishments made under this objective were the establishment of the Community Learning Center and other sites, pre-service and in-service teacher training, children outcomes, advanced student training, diversity training, volunteer hours, and other support for student training. Each of these accomplishments will be discussed below.

Establishment of Community Learning Center and Other Sites. In Year 1 and 2, the Community Learning Center was established at Hunt Elementary School. Helen Hunt in the subsequent year received state and federal funds to support expanded activities at the school. Therefore, space was no longer available for activities of this project. In Year 3, the Community Learning Center was moved to Washington Elementary School. This site was chosen because the homeless shelter is located near the school. This location provided a unique access to children at-risk for school failure, including children who were homeless, children with special needs, and children who were otherwise classified as being at-risk for school failure.

In addition, the Summit Scholar Program was initiated at the university and another school site beginning in fall 99 and continuing until the present. The Summit Scholars program is a tutoring program created to provide a service to the community and to recruit university students into the Special Education Program and into this specific project. For the program at the university, parents paid a minimal, sliding-scale fee that was based on income. The program at the school was provided at no cost. Across all sites, a total of 828 students were served through June 2002. The Summit Scholar Program is continuing and had served 60 children for fall semester 2002 and another 48 children for spring semester 2003. (See chart that gives information by site).

University students who worked with children were supported in either of two ways. Some university students received tuition support and/or a stipend from CLP. Others, who were not part of the project received support from work-study through AmericaReads. By participating in a tutoring program, the university students were able to determine if they wanted to pursue a career in education. Another advantage of this program was that faculty could observe their skills. This allowed faculty to become familiar with their work and be able to advise the students about pursuing careers in teaching. Approximately 15 students were recruited into the special education or regular education program and about 4 were recruited into the CLP project. Other students who participated in the programs did so to meet Practicum II or Student Teaching requirements. Across the sites, a total of 193 tutoring positions were filled, with some positions filled by returning students over the semesters.

For the operation of the sites, materials were purchased by CLP monies and from monies generated through the Summit Scholar program. Those materials are housed at the resource center for the College of Education at University of Colorado at Colorado Springs. These materials may be checked out and used by university students, parents, or

teachers who might want to investigate the materials. To facilitate the operation of the sites further, informational and procedural documents were created. These documents included Parent Information Pamphlets, Work-Study Student Policies and Procedures, and Site Leader Manual.

The instructional materials that were used were Direct Instruction materials published by Science Research Associates. The material is research-based and meets all qualifications under the Reading First initiative. Overtime time the material, including Horizons, Reading Mastery, and Corrective Reading has shown to be appropriate for explicit instruction and benefit children who are in need of skill development in order to build a foundation for later higher-order achievement. This material is highly scripted and well organized. The material was used, not only for the purpose of child outcomes, but also to provide a framework to teach effective instructional practices. For instance, the instructional materials help confine instructional language, establish motivation, ensure on-going progress monitoring, and provide support for behavioral management.

Preservice and Inservice Teacher Training. Prior to each semester, university students who participated in the tutoring program through the Practicum Course or through Summit Scholars attended approximately 16 hours of training. In the initial weeks, a coaching model of supervision was used. In this model, the supervisor stops the tutor, demonstrates the particular skill, gives a brief synopsis, and then observes the tutor implement the skill in the manner modeled. After achieving basic proficiency, the practicum students were observed weekly and given feedback regarding their performance.

New work-study students underwent about 8 hours of training. A coaching model was used for these students to address basic lesson implementation skills. Student teachers and practicum students were observed and coached at least once per week. The work-study students were observed every two weeks and given feedback.

Student teachers, practicum students, and tutors were expected to have the basic skills. They received feedback about performance based upon competencies that were developed through the program. Competencies reflected effective teaching practices, such as fidelity of implementation, transitions, pacing, corrective feedback, lesson set-up, professionalism. Data was taken on the children's progress in order to substantiate efficacy of teaching practices.

In addition, some inservice teachers participated in training. At Bates Elementary, lesson implementation was demonstrated for two teachers, one during the 00-01 and one during the 01-02 school year. Continued support across the school year was provided for the teacher during 00-01 school year during reading time. For the teacher during the 01-02 school year, feedback and consultation were provided on a bi-weekly basis. At Washington, two teachers attended about half of the training sessions that were conducted for the Practicum II students Spring 02.

Children Outcomes. Quantitatively, the children averaged an increase of 2.37 correct words per minute (cwpm) per week of instruction when reading supported text and an increase of 1.69 cwpm per week of instruction when reading unsupported text across sites and semesters. (See Chart for more specific information.)

Qualitatively, parents provided feedback about the tutoring programs through surveys. Across 4 semesters, 67% of parents returned the surveys responding to statements on a 5-point scale, with 5 being the highest. The average rating across the semesters and sites was 4.58. Statements parents were asked to rate included items such as my child reads better than at the beginning of the program, the program helped my child read better, I feel more positive about my child's reading, and I would recommend the program to other parents. Parents provided comments indicating that their child's self confidence had improved, their child wanted to read now, the child looked forward to coming, and that they were encouraged/grateful for the progress. In general, the children receiving tutoring were reported by parents and teachers to increase reading performance, improve classroom behavior, begin reading for enjoyment, participate in class more frequently, and participate more in regular education.

Advanced Student Training. Eight of the students received additional training in supervision and administrative skills. These students served as site leaders for the Summit Scholar Program or one of the school sites. As site leaders, they were responsible for the day-to-day operations of the program under faculty and staff guidance. They met with the coordinator weekly to discuss issues, review status of the children and tutors, and to plan administrative tasks. To enroll children in the program, they scheduled them for testing, placed them in groups at the appropriate program level, and reviewed information with parents. When unusual or difficult situations occurred, they consulted with the Program Director or coordinator. To prepare tutors, they trained tutors in the appropriate reading programs. They observed tutors throughout the semester, providing feedback for ways tutors could improve performance. At the end of the semester, they scheduled and conducted parent conferences with the coordinator's participation. Administrative tasks included preparation or revision of a site leader manual, tutor manual, and parent information pamphlet. They also participated in performance evaluations on tutors, collection of children's performance measures before, during, and after each semester, and establishment and revision of procedures for the program.

This past semester an evaluation of site leaders was conducted. The tutors the site leaders supervised completed evaluations of their performance. Items in the evaluation focused on their skills in organization, training, supervision, and professionalism. The tutors rated the site leaders with a mean rating of 4.62 on a 5-point scale with 5 being the highest.

Diversity Training. To support course and practica experiences, CLP students participated in approximately eight hours of diversity training per semester. The diversity training addressed breaking down barriers, understanding community values and expectations, facilitating success and safety, and facilitating team building to

promote group problem solving and success. Sessions were conducted by community leaders, Reverend Promise Lee and Jason Gaulden, with the space being donated by Hillside Community Center. In the first Year the sessions were held for two hours every other week for both the Fall and Spring semesters. This format presented problems due to student absences for a variety of reasons. During the second and third years, the sessions were held on a Saturday during the fall and again in the spring semesters. Breakfast and lunch were provided for the students by the coordinator. Using a full day and providing social time allowed the students to bond with each other and for topics to develop more fully.

The students considered that Diversity Training significantly impacted their learning experience as indicated by their responses to survey questions given at the end of each Diversity Training session. Of the students who participated, 81% completed surveys the last two years, resulting in a mean rating of 4.57 on a 5-point scale, with 5 being the highest. In the surveys, the students responded to statements such as (1) I am better able to identify diversity issues, (2) The seminar increased my interest in the topic, (3) The seminar provided new information/skills, (4) I will apply the knowledge and/or skills gained to my work, and (5) The seminar contributed to my and professional growth. Comments they provided included the following: (a) seminar was thought provoking, (b) provided a great synopsis, (c) highly effective, (d) information was applicable and easy to translate to real life situations, and (f) cleared up questions they had. They indicated that they had applied what was learned by being more open to learning from others, being more sensitive to children from different cultures, thinking differently, helping children deal with diversity, increasing in confidence, respecting different ways to communicate, and reading more on the topic.

Volunteer Hours. To support course and practica experiences further, students participated in and accrued volunteer activities during each fall and spring Semester. The purpose of the volunteer hour requirement was to increase awareness of diverse populations and to practice strategies they had learned through diversity training. In the first year, 12 hours per week were required. Given the students' many commitments, this amount was considered to be excessive. The Board recommended reducing the number of hours from 12 to 8 per week. A change was requested and accepted from OSEP to reduce volunteer hours to 8 hours a week. Across the three years, a total of 14,293 volunteer hours were accrued by the university students.

The university students participated in academic, non-academic, parental, and community activities to earn their volunteer activities to build understanding and skills when working with individuals from diverse communities. For example, some students worked in the schools where they were employed providing additional tutoring for children having difficulty. Other students worked at Hillside Community Center providing after school tutoring, supervising recreation activities, or setting up special programs for children. Other students worked in parent centers providing additional support to parents with children having disabilities. Finally, students participated in community activities such as cultural days (i.e., Cinco de Mayo) to build awareness of

different cultural groups or provided a service such as painting shelves or rooms for a school.

Other Support for Student Training. To sustain the project, the original intent was to establish a relationship with Vista Volunteers. However, this relationship was impractical due to the bureaucratic requirements. This objective was terminated Year 1.

Two other means for sustaining student support were pursued through writing grants and pursuing a relationship with AmeriCorps. A partnership was formed with the Colorado Deparment of Education, Office of Education for Homeless Children and Youth who sponsored an AmeriCorps project called Mentors on the Move. Direct academic and basic need support services for students who experience high mobility were the primary emphases of Mentors on the Move. The goal of the project is aligned with the State Board of Education and the Commissioner's commitment to increase achievement levels for all students through comprehensive programs of education reform. As added benefit, the volunteer or work-study hours completed for the CLP project or the tutoring program can be counted as AmeriCorp volunteer hours when the university students work with high-mobility populations. There were 15 students enrolled in the program. After completing 300 or 450 hours, the university students receive tuition credit award. This award equaled to over $15,000 dollars across students. Embedding AmeriCorps into the project was so successful that we continued the AmeriCorps for the following year, 2002-2003. Currently we have 60 students enrolled in the AmeriCorps Program, Campus Compact. If all students complete the number of hours enrolled, over $60,000 in educational awards will be available for tuition or be able to be applied to educational loans across students in the College of Education.

What was Learned.

Establishment of Community Learning Center and Other Sites. In establishing sites, partnerships were built and maintained with the community, schools, and children. In addition to maintaining the partner relationship, the managing of the sites required personnel support from faculty/staff, advanced students, and tutors. At times, the on-going demand for the tutoring services in a site exceeded the personnel available. Other funding needs to be available for personnel to support the number of children and university students who pass through this program. Mechanisms need to be in place that allow for increased flexibility because of the need for on-going training as students enter and exit courses or graduate.

We found that trust was imperative. In order to be accepted by the schools, the personnel at the schools needed to know that the materials our students used was research-based and could impact the children's learning. The schools also needed to know that we were there for the duration. The building of partnerships will be discussed further in the section below named Establish Community Connections by Extending Sites and Teaching Opportunities. Overall the Learning Centers were well-received. University students reported that the hands-on, practical application of knowledge was essential in

internalizing theory. Families reported progress of children. Schools reported increased scores on informal and high-stakes tests for children who participated in the program.

Preservice and Inservice Teacher Training. Overall the training for preservice teachers was effective and allowed for successful implementation of the curricula. All who worked with students required a basic level of proficiency. It was expected that there would be differing levels of expertise, however. For example, student teachers were expected to demonstrate greater skills at a higher level of independence than work-study students. At the same time, preservice teachers who came to tutoring with more teaching experience (i.e., work as paraprofessionals or employed under temporary teaching endorsements) and inservice teachers, had difficulty at times understanding that feedback provided did not reflect on their overall teaching abilities, but the implementation of the expected skills.

Children Outcomes. The outcomes made by the children indicated that major gains can be made by children when research-proven curricula and implementation strategies are used. This is true even when the persons implementing the programs are preservice teachers or work study students. The achievement gain for children was directly related to fidelity of implementation. We found many work-study students who were as good, if not better, at implementing the program than graduate level students or even inservice teachers.

Advanced Student Training. With the number of advanced students, the training procedures were adequate. That is, most training was done on the job, with issues addressed as they came up. As the number of advanced students to be trained increases, a greater degree of planned and organized training will need to be implemented to assure quality and cohesiveness of procedures.

Diversity Training. One major comment that came from the CLP students was that all teachers needed the information provided through the diversity training. In the future, these sessions should be accessible to other students in the special education training program. At the same time the feedback from the CLP students was that more variation in presenters and focus needed to be included in the additional training sessions. Even though the presenters made great efforts in varying the focus of diversity training, still much more information needs to be covered. No change in focus or presenters was made mid project because of the primary focus of this project and the arrangement made at the beginning of the project for this training to be provided every Fall and Spring Semester by these presenters.

Volunteer Hours. Although the volunteer hours contributed by the grant participants were a major investment into the community, the number of hours required was excessive given the change in the type of students who participated in the program. When the grant was originally conceived, it was expected that the students participating in the grant would be full time students. The students who participated in the grant primarily worked full time, took 6 to 12 semester credits per semester, and had family responsibilities.

Establish Community Connections by Extending Sites and Teaching

Rationale. Three objectives were added during the first year of the project. The purpose of these three objectives was to extend and build upon existing connections and partnerships, extend site-based programs to teaching opportunities with low-achieving children, to provide opportunities to work with diverse communities, and to extend the effects of the project beyond the project period.

Major Accomplishments. Establishing partnerships became a major objective of the grant. Partnerships were built among the community, districts and schools, and children. The university's role was to provide a strong program for preservice teachers by providing content that emphasized research-proven curriculum, effective implementation strategies, knowledge and strategies for working with individuals from a culture of poverty, and providing opportunities to create awareness, sensitivity and commitment to affect successful outcomes for children in poverty. In forming those partnerships we learned about the components necessary to establishing and maintaining these relationships.

Community Agencies. Community partners included Hillside Neighborhood Association, Relevant Word Ministries, People's United Methodist Church, Parks and Recreation. School partners included District 11, Helen Hunt, Bates and Washington Elementary Schools. Each partner provided sites where CLP students could participate in volunteer hours.

Although the initial intention was to extend the number of sites to provide training opportunities, it became apparent during Year 2 that extending sites in a formal manner would be counterproductive for two reasons. First, the university students entering the CLP project were different than initially expected. Instead of being full time students, they worked full time, had families and took 6 to 12 hours per semester. Establishing additional sites for them to complete training/volunteer activities became overwhelming rather than constructive. Thus, CLP students who were employed full-time could complete volunteer hours over and above work time at their work site. In addition, CLP students were allowed to choose sites to complete volunteer hours that met with their time and location needs and interests rather than being assigned to specific sites. The second reason was that the sites that were initially established required ongoing time and personnel for the relationships to develop, utilizing the available tutors, materials, and staff. Therefore, less formal relationships were added with the schools where CLP students were employed and completed volunteer hours. At the same time, the more formal relationships were maintained with the academic sites such as Bates and Washington Elementary Schools.

To gather information about the impact CLP students' volunteer hours on the community, the overseers of the CLP students' activities at the various sites completed surveys. For surveys distributed for the past 3 semesters, 80 to 90% of overseers responded to statements concerning the impact of the services, the reliability of the CLP

students, and the quality of work completed. On a 5-point scale, with 5 being the highest, a mean rating of 4.65 was received for the 3 semesters. Comments ranged from expressing appreciation for the additional help, indicating the positive impact it had for the staff and children, to praising the qualities of the CLP students including reliability, commitment, and skill level.

CLP students completed surveys during the last three semesters about the impact the completing volunteer hours had on their academic and professional growth. On average, 89% of CLP students responded across the three semesters to survey items such as work experience met expectations, work was valued, adequate materials were available, sufficient time was available to complete work, and adequate structure was provided, and the work made a positive contribution. Based on a 5-point scale, with 5 being the highest, a mean rating of 3.5 was received for the 3 semesters. Positive aspects of the volunteer experiences reported included working with children and seeing their growth, gaining different perspectives from different people and work environments, the hands on training, networking, and resources available. Negative aspects of the volunteer experiences reported included lack of time, requirement excessive, excessive paperwork, and need for more mentoring.

A relationship with Parks and Recreations involved the Parks Program providing high school students to help conduct fun activities for children in the Summer School Programs for Years 00 and 01. During Summer 01, four high school students ran 3 20-minute groups for the children for a brief recess. Summer School was part of the CLP project, providing further training for our students and further learning opportunities for children at-risk for school failure.

Districts and Schools. District 11 was a major partner in the project. Although, the project was open to any school or district in the Pikes Peak region, District 11 took particular advantage of the program. District 11 is the 5th largest district in Colorado. Through this project, we had the opportunity to establish connections with the directors of District 11. Because of this connection, the district implemented multiple tutoring programs across elementary, middle schools, and high schools, using the curriculum chosen by CLP. The tutoring programs are loosely based upon our design and training. In addition, the partnership has continued. Faculty at the university are assisting in evaluating the academic progress of children on informal and formal measures.

Three elementary schools, Hunt Elementary, Bates Elementary, Washington Elementary) participated with the grant project on an ongoing basis. West Middle School participated in the Summer School 01 Program. The schools provided facilities, some materials, and opportunities for university students to gain experience working with children and in the school environment. Through the efforts of the program, the CLP Program received Volunteer of the Year award for tutoring from District 11 April 2001.

Children and Families. Partnering with children and families was considered a major accomplishment in that 828 children participated in the program through spring 2002. The parents were told that to participate in the programs, the children must attend 4 to 5 days a week, maintaining 80% attendance. Although attendance varied by site and

semester, after the first year the majority of children and families maintained that commitment.

What Was Learned

Community. To partner with the community we found that relationships had to be established so credibility was built by seeking leaders within the community to gain entrance, listening to perceived needs and proposed solutions, and relying upon the expertise and resources within the community. The partnering was a process that required time to build trust. We had to be willing to work with the community rather than simply providing services to the community to gain buy-in by the community. At the same time, expectations needed to be made explicit and means to follow up on agreed expectations needed to be in place.

Districts and Schools. To partner with districts and schools, credibility needed to be established by first building a relationship with the principal who set the tone, maintaining close and ongoing communication, demonstrating a willingness to work together even through difficult situations, and making expectations explicit. Furthermore, patience and flexibility was needed for all participants, including project personnel, principals, and building teachers. Flexibility is especially needed in real-world situations, meaning low-SES schools. We found that our university students had the least to tolerance. Therefore, we modeled this flexibility. As the project continued, the level of tolerance for ambiguity increased across time.

We also found that providing a full summer experience in the form of summer school for our university students and the children at-risk for school failure was a daunting task. We found that planning and organization needed to be initiated as early as November or December for the following year. Such issues as transportation, lunch or snacks, room assignments, parent permission, recruitment students who were low-achieving and from minority as well as low-SES families needed to be obtained. The process is laborious with many committee meetings and a variety of key players. We also found that is one key player was no amenable to the possibilities, then we needed to start over. While this was a most successful experience for theour university students and the community children, an immense amount of energy and time were needed in order to achieve this goal. There was good news, however, when we did undertake the development of a summer school. Our preservice teachers learned a great deal and children prospered.

Children and Families. Because the children participated in the services provided, we realized that partnerships were being formed with them. In doing so, we needed to establish relationships with children and their parents. We needed to listen, make expectations explicit, and provide positive and ongoing feedback. This buy-in was demonstrated in Year 2 at Helen Hunt, with 83% of the children attending 75% or more in Year 2 as compared to 58% of the children attending 50% or more in Year 1.

We found that building partnerships takes much time and effort. At times, it moves forward in slow steps. On the other hand, the benefits of partnering greatly

exceed what can be accomplished as an individual. Specifically, through partnerships, there is a sharing of expertise and resources, participating in creative problem solving, sharing responsibility for education among the community, increasing respect for varying perspectives, and increasing student social and academic outcomes.

In summary, a total of 41 university students were supported by this project, with 20 being from under-represented populations. Although the focus of this grant was training preservice teachers, an equally important outcome was providing quality services to children identified or at-risk for being identified with learning disabilities during the training process. Across the three years and four sites, 828 children received services. These children demonstrated both quantitative and qualitative gains in their reading abilities. All the major objectives of this project were met, and it was considered to be a success, benefiting all who participated.

B. Results by Objectives

Progress towards the objectives was consistent with projected dates. In the first table, project performance is reported by objectives. The expected outcomes with proposed dates are provided with actual outcomes and completion dates for Year 1, and Year 2, and Year 3. In the second table, project performance is reported using the GPRA performance indicators.

Objectives	Expectations	Year 1	Year 2	Year 3

PROJECT PERFORANCE BY OBJECTIVES-7/99 through 6/02				
Objectives	**Expected Outcome and Completion Date**	**Year 1 Actual Outcomes and Dates Completed**	**Year 2 Actual Outcomes, Dates Completed**	**Year 3 Actual Outcomes, Dates Completed, and Description of Activities**
		ADVISORY BOARD		
1.1 Solicit Board Members	• Establish Advisory Board 10/15/99	• Board Established-10/14/99	• Confirmation letters were sent • Recruit new members as 8 resigned	• 8 new Board Members were recruited—3 university students, 3 parents, 2 community members
1.2 Convene Board.	• Three meetings per year Fall, Spring, & Summer	• 3 meetings held--10/13/99, 3/8/00, 6/14/00	• 3 meetings held--1/22/01, 5/2/01, 6/13/01 with meeting notes distributed	• 3 meetings held—12/3/01, 3/6/02, 6/4/02 with meeting notes distributed
		PUBLICITY& SUPPORT		
2.1 Prepare brochures, posters, presentations for recruitment & providing information	• Hard copies of promotional materials 11/00	• Brochures and flyers completed—12/99	• Flyer updated 12/00	• Flyer updated 9/01

Objectives	Expectations	Year 1	Year 2	Year 3
2. Presentations for recruitment and providing information	Presentations • 10 presentations yearly Ongoing Recruitment • Recruitment of 20 students, 10 of whom are from under-represented populations, including persons with disabilities Ongoing.	Presentations • 16 presentations given 7/99 to 4/00 Recruitment in Year 1 • 30 students recruited 23 received funding • 13 of 23 from under-represented populations.	Presentations 10 presentations given 11/00-6/01 • 11/10/00-Washington El • 11/10/00-Social Science Symposium • 1/24/01-Adams Elem • 2/7/01-LDA, New York, NY • 2/22/01-OSEP Directors' Conference, Wash D.C. • 3/14/01-David Nelson, UCCS • 3/15/01 District 11 • 4/4/01 Helen Hunt • 4/5/01 Parents at West • 6/19/01 Parents at Washington Recruitment in Year 2 • 26 students recruited • 11 new enrollees • 27 received funding Year 2 (16 from Year 1 + 11 new students) (16 continuing Year 1 + 11 new students Year 2) • 16 of 27 students from under-represented populations • 16 of 27 students from under-represented populations	Presentations 8 presentations given 10/01-6/30/02 • 8//01 Washington Elementary Summer Data • 10/9/01 District 11 Teachers • 10/12/01 CLP Students • 11/8/01 Parent Group • 11/2/01 AmeriCorps • 1/29/01 Campus Activity Board • 2/14/02 LDA, Denver, CO • 4/6/02 CEC, New York, NY Recruitment in Year 3 • 12 new students recruited • 7 new enrollees • 29 received funding Year 3 (12 continuing Year 1 + 10 continued Year 2 + 7 new students Year 3) (6 students exited Year 3—2 personal, 4 academic and 1 student graduated) • 12 of 29 students from under-represented populations

Objectives	Expectations	Year 1	Year 2	Year 3
2.3 Develop academic and social support system for minority students and students with disabilities.	• Establish student CEC chapter • Facilitate forming of study groups • Hold 2 social gatherings per semester 11/99 and ongoing	• CEC chapter established • 3 social gatherings held • Students referred to Support Services as necessary	• During initial meetings students given information about CEC and encouraged to join • 4 social gatherings were held on 8/30/00, 10/31/00, 1/20/01, 6/14/01 • Support provided through referral, ongoing communication (monthly e-mails), and mentoring • Students referred to support services as necessary	• 2 CLP students served as CEC officers • 4 social gatherings were held on 8/31/01, 2/27/01, 2/2/02, 5/17/02 • Support provided through referral, ongoing communication (monthly e-mails), and mentoring • Students referred to support services as necessary

Objectives	Expectations	Year 1	Year 2	Year 3
CLP STUDENT DOCUMENTATION				
3.1 Design application forms, contracts, and exit forms	• Develop forms and have them approved 10/15/99	• Forms developed and approved 10/7/00	• Forms updated 3/01 following receipt of information from Directors' conference in Washington D.C. • Information Packet developed • Service Obligation form revised providing more detail of commitment • Exit Certification form revised providing more detail of responsibilities	• Forms reviewed on semester basis—no revisions necessary

Objectives	Expectations	Year 1	Year 2	Year 3
3.2 Keep open files on students who have exited the program and employment opportunities in local schools.	• Database of students exiting the program • Follow-up with exited students 1/15/00 and ongoing	• Database was established listing students, dates enrolled, tuition paid--10/12/99	• Database being maintained • At time of exit, students complete exit form and questionnaire about experiences and provide personal and employment data for maintaining contact • Year 1--3 students exited program and 1 graduated • Year 2--4 students exited program and 1 graduated • Letter was sent to exited, graduated and enrolled students to document work experience	• Database being maintained • At time of exit, students complete exit form and questionnaire about experiences and provide personal and employment data for maintaining contact • Year 3-9 exited and 3 graduated who were currently receiving tuition and 2 graduated who were previously enrolled • At the end of the summer, 5 will graduate who received Summer 02 tuition or monies previously • Letter was sent to exited, graduated and enrolled students to document work experience

Objectives	Expectations	Year 1	Year 2	Year 3
3.3 Submission of form from employer verifying employment with children with disabilities in high poverty schools.	• Develop form Letter to be signed by employers 6/1/00	• Letter being developed	• Letter was finalized 3/01 • Form sent to employers of 2 students who graduated from the program to document work pay-back as special education teachers—1 completed payback obligation • Form sent to employers of 4 students who are working as teachers under temporary endorsement and who completed 1 year of coursework in special education to document work pay-back as special education teachers	• Forms sent to employers of 6 students who graduated to document work pay-back as special education teachers • Forms sent to employers of 6 students working special education paraprofessionals after completing special education coursework—2 completed pay-back obligation • Forms sent to employers of 9 enrolled CLP students who completed 1 year of special education course work and are working under temporary endorsement to document work pay-back as special education teachers

Objectives	Expectations	Year 1	Year 2	Year 3
COMMUNITY LEARNING CENTER & TEACHER TRAINING				
4.1 Establish location for Community Learning Center (CLC) in low SES, diverse community	• Establish location for CLC school 11/1/99	• Helen Hunt Elementary in District 11 was selected as site in 8/99	• CLC continued at Helen Hunt Elementary • The principal at Helen Hunt informed us in December that space would not be available for the CLC to continue there due to the school receiving state and federal grants to support expanded activities at the school. • Other schools meeting the criteria were considered, with Washington Elementary in District 11 being chosen because the homeless shelter is located near the school and the teachers have undergone training in instruction consistent with CLP students.	• CLC relocated to Washington Elementary June 01

Objectives	Expectations	Year 1	Year 2	Year 3
4.2 Supplies and materials will be acquired.	• Order instructional materials 11/1/99 and ongoing	• Materials ordered 8/99	• Materials are reviewed and secured as needed	• Materials are reviewed and secured as needed
4.3 Applications from pre-service and in-service teachers to work in the CLC will be reviewed.	• Develop application form 1/15/00	• Application form completed 8/99 • Applicants completed form Fall 99 and Spring 00 entrance into the program • CLP students participated in CLC as volunteers and to meet Practicum II course requirements. • All applicants completed Oath and Consent for confidentiality and fingerprinting and background checks for working with children	• Students completed application process for Summer 00, Fall 00, and Spring 01. • Approximately 130 children served by CLC across Summer 00, Fall 00, and Spring 01 semesters • Participation in the CLC included CLP students working as volunteers and students meeting Practicum II and Student Teaching requirements. • To extend training in diversity and specialized teaching techniques, other students in special education and in-service teachers participated in the CLC.	• Students completed application process for Summer 01, Fall 01, and Spring 02. • Approximately 228 children served by CLC across Summer 01, Fall 01, and Spring 02 semesters • Participation in the CLC included CLP students working as volunteers and students meeting Practicum II and Student Teaching requirements. • To extend training in diversity and specialized teaching techniques, other students in special education and in-service teachers participated in the CLC.

Objectives	Expectations	Year 1	Year 2	Year 3
4.4 Initial training for CLC personnel.	• Training held for 2 full days 1/17/00	• Training for CLP groups completed 8/99, 10/99, & 1/00	• Training for CLP, Practicum II, and Student Teachers completed 6/00, 9/00, & 1/01 • Training continued for incoming CLP students, with Practicum II and Student Teachers also participating in the training. • Due to class schedules conflicting with training held for 2 full days, the training schedule was changed to 2 hours a day for 8 days, resulting in the same amount of training time.	• Training for CLP, Practicum II, and Student Teachers completed 6/01, 9/01, & 1/02 • Training continued for incoming CLP students, with Practicum II and Student Teachers also participating in the training. • Training held for 2 hours a day for 8 days
4.5 Written operating procedures for CLC will be established	• Complete operation manual 1/15/00	• Manual completed 10/99, with revisions completed 1/00 and 5/00	• Manual was revised 1/01 to have separate sections for School and university • Risk Management section added	• Revisions completed 6/01 • Revisions completed 6/02

Objectives	Expectations	Year 1	Year 2	Year 3
4.6 Vista Volunteers will be recruited.	• Select reliable volunteer to perform administrative duties to sustain project after funding 10/1/99	• This objective was not met due to bureaucracy and multiple agencies involved. In first year-end report, the objective was deleted. Other alternatives for sustaining project would be pursued.	• Opportunities continue to be explored for sustainability including partnerships with local school districts, local funding, and partnerships with AmeriCorps through University of Colorado • A 21st century Community Learning Center Grant was submitted 3/01 to support 4 learning centers in the community	• Partnership established with AmeriCorps 11/01 • 21st Century Grant was not awarded

Objectives	Expectations	Year 1	Year 2	Year 3
4.7 Cooperating local school sites selected for placement of advanced university students into school settings/10 sites selected and approved.	• Contact school administrators • Select 10 sites 12/1/99	• Met with North Middle School 12/99 • Met with Hunt Elementary for Summer 00 • Met with Palmer High School 3/00 • Due to the university moving to a cluster school model for pre-professional training, a pre-set number of schools meeting specific criteria were selected as sites to enhance training rather than multiple sites	• Met with West Middle School (to house student teaching site Summer 01) 3/99 • Met with Washington Elementary (to house CLC, Practicum II, and Student Teaching for Summer 01) 2/99 • Met with Coronado High School	• West Middle School housed Summer 01 student teaching—4 university students participated serving 40 children • Washington Elementary housed Practicum II and Student Teaching for Summer 01 (13 university students participated serving 52 children), Practicum II and CLC for Fall 01 (5 university students participated serving 22 children) and Spring 02 (5 university students participated serving 25 children) • University continuing to use Washington elementary as site for student teaching Summer 02

Objectives	Expectations	Year 1	Year 2	Year 3
4.8 Begin minority training for university students and staff	• Complete training packet • Conduct initial training • Evaluate training 1/15/00 and ongoing	• Diversity/minority training was held for 1 hour sessions across 8 sessions during the Fall 99 and again during the Spring 00 semester • CLP students were sent information about cultural events in the community they could attend	• Diversity training held on 1/20/01 for 6 hours to address team building, group dynamics, the impact of labeling people, issues of poverty and ethnicity, and multicultural issues in the classroom. • On 3/17/01, CLP students met for 6 hours and addressed breaking barriers, violence in schools, and diversity issues. • Readings were assigned for students to prepare for the sessions • Evaluation forms were completed after the session and are on file • Information was sent about cultural events occurring in the community • Diversity training held on 4/7/01 addressing poverty, differences in oral and literate language, and bilingualism and bidialectialism	• Diversity training held on 10/27/01 to address group dynamics and issues of poverty • Diversity training held on 2/2/02 to address impact of poverty on communities • Evaluation forms were completed after the session and are on file • Information was sent about cultural events occurring in the community • Evaluation forms were completed after the session and are on file • Information was sent about cultural events occurring in the community

Objectives	Expectations	Year 1	Year 2	Year 3

4.9 Continue to revise and refine CLC.	• Schedule meetings with CLC personnel, university faculty, and local school personnel to plan for continued evaluation and improvement
	
	Ongoing
		• Meetings held 2 to 3 times a week to start up CLC in Fall 99
		• Weekly meetings held between Interim Principal and Director Spring 00
			• Meetings held monthly to maintain communication in Fall 00. Written memos used for non-urgent issues
			• During Spring 01, meetings held 2 to 3 times due to time schedules.
			• Some changes made in the CLC included
			  • Notebook checks to insure consistent data collection across teachers
			  • Weekly appointments to review observations
			  • Active communication with parents about children's attendance (weekly phone calls)
			  • Communication about performance (mid and end of semester written progress notes, and end of semester conferences)
				• Meetings held as needed for Fall 01 and Spring 02. Touched based weekly to update principal on children. Written memos used for non-urgent issues
				• Continued to complete
				  • Notebook checks
				  • Weekly review of teacher performance
				  • Communication with parents about children's attendance
				  • Communication about child performance with parents and teachers (written progress notes mid and end of semester, and end of semester parent conferences)

Objectives	Expectations	Year 1	Year 2	Year 3
4.10 Develop procedures for selecting children to receive direct services from CLC teachers	• Develop referral, information, registration, and permission forms Ongoing	• Forms completed 9/99 • Forms revised and referral flow chart completed 3/00	• Forms were revised 12/00 due to change in grant coordinator	• Forms revised 6/01
4.11 Train CLC pre-service teachers with coaching model.	• Use coaching model in training sessions • Train assistant supervisors with coaching tapes Ongoing	• Coaching model used during training and proficiency testing during Fall 99, Spring 00, and Summer 00 • Two site leaders trained in using coaching model	• New coordinator trained in using coaching model Fall 00 • Used Coaching Model Spring 01 • Trained 2 site leaders in Fall 00, 2 in Spring 01, 1 in Summer 01	• Used coaching model Summer 01, Fall 01, Spring 02 • Trained 1 new site leader in Fall 01 • Continued ongoing training of 5 site leaders from Year 2 and the 1 from Year 3 for different tasks and sites

Objectives	Expectations	Year 1	Year 2	Year 3
4.12 Continue supervision with coaching model.	• Evaluations of student performance completed by coordinator Ongoing	• Coaching model used throughout semester, with a minimum of 3 written evaluations completed on each student in CLC by the end of Fall 99, Spring 00, and Summer 00	• Coaching model used throughout semesters, with a minimum of 7 written evaluations completed on each student in the CLC by the end of Fall 00 and Spring 01 • To build self-evaluation of teaching skills, students evaluated data collected by the coordinator to determine areas of strength and need and to formulate a plan to address areas for change. • CLC students completed a social validity survey about CLC experience	• Coaching model used throughout semesters, with a minimum of 7 written evaluations completed on each student in the CLC by the end of Summer 01, Fall 01 and Spring 02 • To build self-evaluation of teaching skills, students evaluated data collected by the coordinator to determine areas of strength and need and to formulate a plan to address areas for change. • CLC students completed a social validity survey about CLC experience
STUDENT TEACHING				
5.1 Weekly observations by university personnel utilizing formative evaluations.	• Written student teaching evaluations • 3 seminars conducted per semester for student teachers in CLC	• 2 students participated in student teaching experience Spring 00 • A minimum of 6 written evaluations completed on students by special education faculty	• 1 CLP student participated in student teaching experience Fall 00 • 1 CLP student participated in student teaching experience Spring 01 • A minimum of 6 written evaluations completed on students by special education faculty	• 1 CLP student participated in student teaching experience Summer 01 • 3 CLP students participated in student teaching experience Fall 01 • 3 CLP students participated in student teaching experience

Objectives	Expectations	Year 1	Year 2	Year 3
	Ongoing			Spring 02 • A minimum of 6 written evaluations completed on students by special education faculty.

Objectives	Expectations	Year 1	Year 2	Year 3
5.2 Revision of Student teaching competencies to reflect collaboration and integration.	• Student Competencies • Written evaluation criteria 9/1/00	• This objective was not completed Year 1, due to State of Colorado passing new legislation guiding teacher preparation programs. Faculty awaited final regulations to revise program to align with new state standards. • Director of this project participated on Special Education Standards Committee for Colorado Department of Special Education	• Given new teacher performance standards, CLP director and other special education faculty collaborated and implemented program modifications and changes to align with Council for Exceptional Children, Colorado Commission for Higher Education, Colorado Department of Education, and Senate Bill 154. • Program, placements, and competencies were developed that met the new required standards to be implemented in Fall 01. • Training in issues in diversity, poverty, and multiculturalism will be integrated throughout curriculum for all special education university students.	• Special education licensure program revised by special education faculty at UCCS. NCATE/CEC folio submitted for special education program. Folio by professional organization accepted with no changes.

Objectives	Expectations	Year 1	Year 2	Year 3
5.3 Review of courses to reflect research based approaches effective for a variety of settings.	• Modify coursework 9/1/00	• Same as 5.2	• Same as 5.2	• Courses reviewed and revised. Research based strategies included in coursework.
5.4 Establish criteria to select student teaching placements that offer a variety of effective approaches and collaboration models.	• List criteria • Report on student teaching sites and how they match criteria 3/1/00	• Same as 5.2	• Same as 5.2	• NCATE/CEC folio contains plans for selection of sites and partner schools.

Objectives	Expectations	Year 1	Year 2	Year 3
ADDED OBJECTIVES				
Establish community connections	Objective not in grant proposal but added 1st year.	• Multiple connections made during Year 1 including, Hillside Community Association, Relevant Ministries, Hillside Community Center, People's United Methodist Church, Helen Hunt, Bates Elementary • Provided 3000+ volunteer hours through CLP project in local school districts and community agencies in activities involving academic abilities, nonacademic tasks, parents, and community	Continued associations made in Year 1 • Tutoring provided before and during school at Bates • CLP program received Volunteer of Year award for tutoring—District 11. • Provided 3100+ volunteer hours through CLP project in local school districts and community agencies • Summit Scholars Program—after school tutoring served about 35 children in El Paso Co. • Recruitment of university students interested in special education—18 work study students • CLP students completed survey about volunteer experiences • Representatives of agencies receiving volunteer services completed satisfaction surveys • Washington Elementary • West Middle School	Continued associations made in Year 1 • Tutoring at Bates • Provided 3,752 hours in Year 3 for a total across the 3 years of 14,293 hours through CLP project in local school districts and community agencies • Summit Scholars Program—after school tutoring served about 27 children in El Paso Co. • CLP students completed survey about volunteer experiences • Representatives of agencies receiving volunteer services completed satisfaction surveys

Objectives	Expectations	Year 1	Year 2	Year 3
* Extend site-based programs to provide opportunities for CLP students to develop teaching and relational skills with low achieving students.	Objective not in grant proposal but added 1st year.	Programs initiated were: • Summit Scholars Program • Helen Hunt Before School Program • Saturday Starz • Helen Hunt After School Program • Bates Before School Program	• Given the number of CLP students who worked full-time in addition to being in the program, the extended sites for providing opportunities included the schools in which the CLP students worked and also provided volunteer hours. • Core programs initiated in Year 1 were maintained and further developed: • Summit Scholars Program • Helen Hunt Before School Program • Bates Before School Program	• CLP students who worked full-time used their school sites to provide volunteer hours over their scheduled work time. • Core programs initiated in Year 1 were maintained and further developed: • Summit Scholars Program • Bates Before School Program • Washington Elementary site initiated Summer 01

Objectives	Expectations	Year 1	Year 2	Year 3
* Develop opportunities for experience working with low SES, high minority communities.	Objective not in grant proposal but added 1st year.	• With the above programs providing services to more children and the need to provide advanced training, administrative and supervisory positions for advanced students were developed.	• Within Summit Scholars Program, the 2 advanced students from Year 1 continued training and 5 advanced students were newly trained to assume administrative and supervisory duties within the programs under faculty direction • Stipends were awarded to advance students for leadership positions (as authorized by OSEP project officer)	• Within Summit Scholars Program, 6 advanced students continued training from Year 2 and 1 advanced student was newly trained to assume administrative and supervisory duties within the programs under faculty direction • Stipends were awarded to advance students for leadership positions (as authorized by OSEP project officer)

PROJECT PERFORMANCE BY PERFORMANCE INDICATORS		
Indicator	**Description of Indicator**	**Description of How Project Addresses Indicator**
1 Responsive to needs	1.1 The percentage of IDEA program activities that are determined by expert panels to respond to critical needs of children with disabilities and their families will increase: (a) research and innovation, (b) technology, (c) personnel preparation, (d) technical assistance, and (e) state improvement.	(a) Information was collected concerning implementation success and outcomes by students and teachers. This information was conveyed in professional meetings and writings. Four presentations were given at the national level. (Georgia, 2 in Colorado, New York) (b) Not applicable to this project (c) The efforts of this project were directed toward personnel preparation to train pre-service and in-service teachers to work successfully in low-income, high-minority schools using research proven materials and techniques. A total of 41 students have received funding for the three years. Four students have graduated and are working in the field. Twelve students completing the program are working as special education teachers under temporary endorsement. In addition, 10 special education university students who are not receiving funding have undergone training and participated in the CLC as part of university requirements, thus extending the efforts and effects of this project. (d) Not applicable to this project (e) There has been dialogue with the state and local education agencies regarding implementation strategies and teacher/student outcomes.
2 Projects use high quality methods and materials	2.1 Highest standards for methods and materials. Expert panels determine that idea-funded projects use exceedingly high-quality methods and materials: (a) research and	(a) The direct instruction materials and teaching techniques used in this project have been shown to be effective for providing a strong instructional foundation for future learning, increasing children's scores, and facilitating 'catch up' for those children who are functioning below expectations. In addition, these

Indicator	Description of Indicator	How Project Addresses Indicator
	innovation, (b) technology, (c) personnel preparation, (d) technical assistance, and (e) state improvement.	materials provide a structure for training future teachers. (b) Not applicable to this project. (c) A coaching model for teacher training was used. This model is research-based demonstrating efficient and effective implementation of core teacher skills. (d) Not applicable to this project. (e) Same as above.
3 Projects communicate appropriately and products are used to improve results for children with disabilities and their families	3.1 Communication. The percentage of idea-funded projects that communicate appropriately with target audiences will increase: (a) research and innovation, (b) technology, (c) personnel preparation, (d) technical assistance, and (e) state improvement.	(a) One of the outcomes of the project was to collect information about outcomes for children and teachers. This information was shared in professional meetings and writings. (b) Not directly applicable (c) The efforts of the project focused on teaching effective implementation strategies to affect successful outcomes for children with disabilities and those at-risk for academic success. (d) Not directly applicable.
	3.2 Use results. Expert panels determine that practitioners, including policymakers, administrators, teachers, parents, or others as appropriate, use products and practices developed through idea programs to improve results for children with disabilities: (a) research and innovation, (b) technology, (c) personnel preparation, (d) technical assistance, and (e) state improvement.	(a) Information was collected about effective practices in training teachers. (b) Not directly applicable (c) In the coaching supervision model, teachers were provided with data concerning their teaching performance and children's performance. They were guided in the process of examining data that documents the impact of teaching skills on the children's performance and developing plans to alter their performance to affect positive outcomes for children. By facilitating ongoing self-analysis, teachers built effective practices that improved results for children with disabilities. (d) Not directly applicable (e) Not directly applicable
4 Personnel are	4.1 Persons trained serve children. The	The focus of this project was to increase the number of well-trained

Indicator	Description of Indicator	How Project Addresses Indicator
prepared to serve children with disabilities.	percentage of persons who obtain their degrees with idea support and serve children with disabilities as teachers, early intervention personnel, related services personnel, or leadership personnel within 3 years of receiving their degrees will increase.	special education teachers. CLP students took coursework in effective teaching strategies, underwent diversity training, participate in fieldwork, and engaged in volunteer activities to facilitate awareness and successful interactions with individuals from low-income, high-minority communities. Currently 16 of 41 students who received funding through this project are working as special education teachers.
	4.2 Minority institutions. The percentage of idea grants for personnel preparation awarded to historically black colleges and universities and other minority institutions, including tribal colleges, will increase.	Not applicable to this project.
	4.3 Minority and disabled personnel. The percentage of personnel who are minority and the percentage who are disabled who receive financial assistance for training under idea will increase.	Of the students receiving funding for the three years, 21 of the 41 total students were from under-represented populations.
5 Families receive information about services for children with disabilities.	5.1 Informed families. The percentage of families that report that the training and technical assistance received from the parent information and training centers made a positive difference in their child's supports and services will increase.	Although this project does not directly address families, in the CLC parents received information about their children's abilities and performance during conferences, home visits, phone calls, and progress reports. In addition, parents provided information about their satisfaction with the services through surveys collected at the end of the semester.
	5.2 Families served. The percentage of families of children with disabilities, particularly minority families that receive services from	Again this project did not directly focus on families, however the purpose of this project was to increase teacher success in working in communities that were low-income and high-minority. Through diversity training, university students were provided information and

Indicator	Description of Indicator	How Project Addresses Indicator
	parent training and information programs will increase.	activities to facilitate awareness and knowledge about how differences between school and home culture can impact learning. The volunteer activities provided the university students with opportunities to further develop awareness and practice skills and strategies to facilitate success when working with individuals from diverse backgrounds.

IV. Budget Information

Budget expenditures for the individual categories are presented below. There was one change in the budget that exceeded the allowable 10%, and the director received prior OSEP approval. The approved change was for $15,00 to be moved from the fringe category to operating expenses.

A no cost extension was approved on 6/11/02 for $10, 560 to be used for student training. This amount will be spent by 12/31/02. This amount came from the categories that had remaining balanced as indicated below.

Personnel. By the end of Year 3 (6/30/02), $188,067.46 of the personnel budget was spent with $584.54 remaining. This amount was moved to student training.

Fringe. By 6/30/02, $30, 474.58 was spent, with $1,293.42 remaining. This amount was moved to student training.

Travel. By 6/30/02, $9, 034.74 was spent, with 0 remaining.

Operating Expenses (Classified as Supplies and Other). This category was divided into two parts. The actual operating expenses, which included postage, office supplies, telephone, and miscellaneous. The budget amount for such items was $16, 572.00. The amount spent was $13,643.30. The amount left, $2,928.70, was moved to training. Instructional materials was a subcategory under operating expenses. It included training materials and curriculum for university students to use with children. The total amount was $20, 325.00. The amount spent was $20,215.53. The amount left, $109.47, was moved to training.

Contractual. This category was on schedule exactly, with a total of $12,810 spent for the 3 years.

Training Stipends. The total amount designated for training was originally $300,000. The entire amount was spent on student training in the form of tuition and stipends. An additional $8,723.37 was moved to this category from above categories, with $296,981.62 spent before June 30, 2002 and a total of $308.723.37 spent by December 31, 2002 for training purposes.

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